

# Makawao Elementary School

## Academic Plan 2021-2022

### Academic Plan & Supporting Documents

2021-2022 School Year

Principal: Richard Carosso

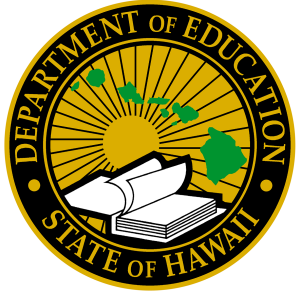
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Plan Submitted by  4.26.2021  
Principal Date

Plan Approved by  4/29/21  
Complex Area Superintendent Date

# Academic Plan SY 2021-2022



# Academic Plan 2021-2022

Makawao Elementary School

3542 Baldwin Ave  
Makawao, HI 96768  
(808) 727-5700  
<http://www.makawao.k12.hi.us>

# Academic Plan SY 2021-2022

| Where are we now? (SW 1 & SW 6)  |   |
|--|---|
| <p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● WASC Critical Areas for Follow-Up</li> </ul> | <ul style="list-style-type: none"> <li>● Need: Ensure that best-practice high-engagement Tier 1 instruction and Tier 1 differentiation strategies are used with integrity and fidelity to educate the whole child.               <ul style="list-style-type: none"> <li>○ Use the Data Team process to collaborate and inform instruction in support of differentiation and high expectations for all students.</li> <li>○ Continue to promote the culture of collaboration around increasing consistency in curriculum pacing, monitoring, grading, rubrics, and expectations for school-wide fidelity for both academics and the General Learner Outcomes (GLOs).</li> <li>○ Continue to support and implement the Inclusive Model and differentiated instructional strategies.</li> <li>○ Continue to support teachers in the Next Generation Science Standards (NGSS) and Social Studies standards.</li> <li>○ Support teachers with Professional Development towards understanding and implementing Project-Based Learning (PBL).</li> <li>○ Integrate the GLOs to provide opportunities for students to demonstrate proficiency and growth.</li> <li>○ Continue the policy and culture of collaboration by providing mentoring/coaching for all members of the school community.</li> <li>○ Collaborate with District supported MTSS-R initiative to improve systems for Tier 1 instruction and identification of multi-tiered strategies and supports.</li> </ul> </li> <li>● Need: Continue to expand on a differentiated Response to Intervention (RtI) process both academically and behaviourally for all students (ie: ELL, disadvantaged, etc.)               <ul style="list-style-type: none"> <li>○ Continue to refine reading RtI.</li> <li>○ Continue to discuss the implementation of math RtI.</li> <li>○ Continue to support “Second Step”, a school-wide social/emotional learning program.</li> </ul> </li> <li>● Need: Increase parental involvement/engagement to educate the whole child.               <ul style="list-style-type: none"> <li>○ Continue on-campus family events (i.e., May Day, Open House, Fall Parade, Santa’s Workshop, Kindergarten Orientation, Fun Run, etc.)</li> <li>○ Continue parent communication through various media (i.e., Twitter, Makawao School website, Ho’olaulima, Instagram, Synervoice, classroom newsletters, etc.)</li> <li>○ Implement academic-based events for parents and students.</li> </ul> </li> </ul> |

# Academic Plan SY 2021-2022

(SW 1 & SW 6)

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## Addressing Equity: Subgroup Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- English Language Learners (ELL) students: Need experiences in language and vocabulary development  
Language and vocabulary development will be supported through
  - ELL Wonders instructional and assessment materials
  - ELL Part-time teacher
  - Enhanced Core Reading Instruction (ECRI)
- Special education students: Three percent of grades 3, 4, and 5 need to demonstrate proficiency in reading  
Special education students will be supported through
  - WonderWorks instructional and assessment materials
  - Inclusive practices
  - Supplemental online programs
  - Enhanced Core Reading Instruction (ECRI)
- Disadvantaged students: Need more rigorous academic experiences  
Disadvantaged students will be supported through
  - Differentiated activities
  - Wonders program
  - Ready Classroom Mathematics
  - Supplemental online programs
  - Enhanced Core Reading Instruction (ECRI)

# Academic Plan SY 2021-2022

| <b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads. (SW 2) |  |
|---|--|
| <b>Name and Title of ART Team Accountable Lead</b>                            | <b>Responsible for implementation of the school's strategies and initiatives</b> |
| Richard Carosso - Principal   | 1. ART Lead, Facilitator   |
| Joleen Pilotin - NCT (RTI Coordinator and ECRI Coach)                         | 2. Participant   |
| Jennifer Bass - NCT (Librarian and WASC Co-Lead)                              | 3. Participant   |
| Ashley Kersmarki - Teacher (Representing SPED)                                | 4. Participant   |
| Rhonda Fonseca - Teacher (Representing Grades K-1)                            | 5. Participant   |
| Amanda Valentine-Borling - Teacher (Representing Grades 2-3)                  | 6. Participant   |
| Martin Hamilton - Teacher (Representing Grades 4-5)                           | 7. Participant   |

# Academic Plan SY 2021-2022

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

| Outcome: By the end of the next school year,   | Rationale:  |
|--|---|
| Students will be able to demonstrate proficiency and/or growth academically, behaviourally, and socially through the rigorous, engaging, and differentiated learning opportunities as provided by members of the school community. | To prepare all students for success in school, college, career, and citizenship, so they may constructively contribute to our 21st century society. |

# Academic Plan SY 2021-2022

| Planning   |   |                            |                         | Funding  | Interim Measures of Progress   |
|--|---|----------------------------|-------------------------|--|--|
| Desired Outcome  | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>   | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>   | Define the relevant data used to regularly assess and monitor progress   |
| 1. Ensure that best-practice high-engagement Tier 1 instruction and Tier 1 differentiation strategies are used with integrity and fidelity to educate the whole child. | <p>1. Use the Data Team process to collaborate and inform instruction in support of differentiation and high expectations for all students. (SW 6)</p> <p>2. Continue to support and implement the Inclusive Model and differentiated instructional strategies. (SW 6)</p> <p>3. Continue to support teachers in the Next Generation Science Standards (NGSS) and Social Studies standards. (SW 6)</p> <p>4. Support teachers towards understanding and implementing Project-Based Learning (PBL). (SW 6)</p> <p>5. Focus on increasing consistency in monitoring, grading, rubrics, expectations for grade levels and school wide in both academic and GLO areas. (SW 6)</p> <p>6. Continue the policy and culture of collaboration by providing mentoring/coaching for all members of the school community to support grade level curriculum pacing and</p> | 2021-2022                  | ART team members        | <p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> | <p>Universal Screeners for reading and math data</p> <p>DIBELS (grades K-5) data</p> <p>Wonders assessments</p> <p>ECRI</p> <p>Ready Classroom Mathematics assessments</p> <p>Walkthroughs/observations</p> <p>SBA scores</p> <p>NGSS rubrics</p> <p>Report Card</p> <p>Student Survey</p> <p>MTSS-R</p> <p>BKM Math Project</p> |

# Academic Plan SY 2021-2022

|   |  |                                   |                         |   |   |
|---|--|-----------------------------------|-------------------------|---|---|
|   | <p>implementation. (SW 6)</p> <p>7. Collaborate with District supported MTSS-R initiative to improve systems for Tier 1 instruction and identification of multi-tiered strategies and supports. (SW 6)</p>   |                                   |                         |   |   |
| <p>2. Continue to expand on a differentiated RtI process both academically and behaviourally to promote student proficiency and growth.</p> | <p>1. Continue to systematize and refine academic response to intervention (RtI) processes and structures for all students to include multi-tiered system of supports and transitions. (SW 6)</p> <p>2. Math and Reading interventions, including tutoring, will be provided to students who fall below the learning expectations. (SW 6)</p> <p>3. Continue to implement “Second Step” social emotional learning program. (SW 6)</p> <p>4. Promote inclusive practices to serve all students in working with peers to close the achievement gap. (SW 6)</p> | <p>2021-2022</p> <p>2021-2022</p> | <p>ART team members</p> | <p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p>X Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> | <p>Universal Screeners for reading and math data</p> <p>eCSSS documentation</p> <p>Wonders assessments</p> <p>ECRI</p> <p>Ready Classroom Mathematics assessments</p> <p>ELL WIDA data</p> <p>DIBELS data</p> <p>GLO data</p> <p>Panorama Survey</p> <p>SQS data</p> <p>Behavioral RtI Screener</p> <p>MTSS-R</p> <p>BKM Math Project</p> |



# Academic Plan SY 2021-2022

**Goal 2: Staff Success.** Makawao Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

| Outcome: By the end of the next school year,  | Rationale:  |
|---|---|
| Teachers and staff will be highly competent in implementing and providing rigorous and engaging academic and social-emotional curriculum with fidelity and integrity. | Students will be prepared for 21st century knowledge and expectations in school, college, career, and citizenship by receiving a high-quality education delivered by highly-effective teachers and staff. |

| Planning   |  |                            | Funding                 | Interim Measures of Progress  |   |
|--|--|----------------------------|-------------------------|---|---|
| Desired Outcome  | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>  | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>  | Define the relevant data used to regularly assess and monitor progress  |
| 1. Provide professional development (PD) and other supports to teachers, staff and/or parents, so they may ensure optimum student success. | 1. Provide ongoing PD and breakout sessions centered around core instruction and differentiated practices (ECRI and Ready Classroom Mathematics). (SW 6)<br>2. Provide school-wide PD to support “Second Step”, the social-emotional system/program. (SW 6)<br>3. Provide school-wide PD to support tiered intervention (iReady) and inclusive practices. (SW 6)<br>4. Provide ongoing PD and breakout | 2021-2022                  | ART team members        | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input checked="" type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other - District<br><input type="checkbox"/> N/A | NGSS Pacing<br>Ready Classroom Mathematics<br>ECRI<br>iReady<br>MTSS-R<br>BKM Math Project<br>Second-Step<br>Behavioral screener<br>Surveys<br>Sign in sheets |

# Academic Plan SY 2021-2022

|   |   |           |                  |  |  |
|---|---|-----------|------------------|--|--|
|   | <p>sessions for NGSS. (SW 6)</p> <p>5. Provide ongoing PD and breakout sessions to support Project-Based Learning. (SW 6)</p>   |           |                  |  |  |
| <p>2. Continue to provide collaboration and coaching/mentoring time for teachers and staff to ensure instructional coherence.</p> | <p>1. Examine common formative assessments and analyze student data using common performance expectations. Data will be used to adjust instruction to meet the needs of the students. (SW 6)</p> <p>2. Examine specific RtI data to determine student placement in tiers and how students are responding to interventions. (SW 6)</p> <p>3. Provide time for teachers and staff to collaborate in order to optimize staff effectiveness and student success. (ie: data team process; inclusive practices, high-engagement instructional activities, collaboration between staff members, curriculum pacing and implementation, etc.) (SW 6)</p> | 2021-2022 | ART team members | <p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> | <p>Data Team/PLC Minutes</p> <p>Walkthroughs</p> <p>Coaching/Mentor Logs</p> <p>Break out sessions</p> <p>RtI data</p> |

# Academic Plan SY 2021-2022

**Goal 3: Successful Systems of Support.** The system and culture of **Makawao Elementary School** works to effectively organize financial, human, and community resources in support of student success.

| Outcome: By the end of the next year,   | Rationale:  |
|---|---|
| The members of the school community will be well-informed and participate in current academic and social-emotional practices for the benefit of all students. | All members of the school community will have the skills to support students for success in school, college, career, and citizenship in our 21st century society. |

| Planning               |  |                                   |                                | Funding   | Interim Measures of Progress  |
|------------------------|--|-----------------------------------|--------------------------------|---|---|
| <b>Desired Outcome</b> | <b>Enabling Activities</b><br><i>(Indicate year(s) of implementation in next column)</i> | <b>School Year(s) of Activity</b> | <b>ART Accountable Lead(s)</b> | <b>Source of Funds</b><br><i>(Check applicable boxes to indicate source of funds)</i> | <b>Define the relevant data used to regularly assess and monitor progress</b> |

# Academic Plan SY 2021-2022

|   |  |                  |                         |  |   |
|---|--|------------------|-------------------------|--|---|
| <p>1. Increase parental and community involvement/engagement to educate the whole child.</p>  | <p>1. Reconstitute on-campus family events (i.e., May Day, Open House, Fall Parade, Santa’s Workshop, Parent Lunch, Kindergarten Orientation, Fun Run, etc.) (SW 7)</p> <p>2. Continue parent communication through various media (i.e., Twitter, Facebook, Makawao School website, Ho’olaulima, Instagram, Synervoice, classroom newsletters, etc.) (SW 7)</p> <p>3. Implement academic-based events for parents and students. (SW 7)</p> | <p>2021-2022</p> | <p>ART team members</p> | <p>X WSF<br/> X Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> CTE<br/> <input type="checkbox"/> Other<br/> <input type="checkbox"/> N/A</p> | <p>Sign in sheets<br/> Website maintenance<br/> Ho’olaulima<br/> Synervoice<br/> Agendas<br/> Surveys and evaluations</p>   |
| <p>2. To continue to use the data team process to determine effective strategies for continuous school improvement and student achievement through a shared vision.</p> | <p>1. ART team will meet at least quarterly and use the data team process to review the evidence of progress as indicated in the academic plan. (SW 3)</p>   | <p>2021-2022</p> | <p>ART team members</p> | <p>X WSF<br/> X Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> CTE<br/> <input type="checkbox"/> Other<br/> <input type="checkbox"/> N/A</p> | <p>Updated Academic/Financial Plan<br/> Comprehensive Needs Assessment<br/> WASC Self-Study Feedback<br/> Agendas/Calendar<br/> ELL Monitoring Feedback<br/> Universal Screener Data<br/> School Quality Survey Data<br/> Panorama Survey Data<br/> Dibels Data<br/> Smarter Balanced Assessment Data</p> |

**Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name:** Makawao Elementary School

**Date:** April 23,

2021

| <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.</li> <li>Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7).</li> <li>On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.</li> </ol>  |  |   |
|---|--|---|
| <p><b>SW Program Plan Requirements (ESSA 1114(b))</b></p>   | <p><b>Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)</b></p> | <p><b>Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)</b></p>   |
| <p><b>SW 1:</b> The school’s Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.</p>   | <p>Pg. 2 - “Where are We Now?”<br/>Pg. 3 - “Addressing Equity”</p>   | <ul style="list-style-type: none"> <li>Submitted Comprehensive Needs Assessment (CNA)</li> <li>WASC Self-Study and WASC Critical Areas for Follow-Up</li> </ul> |
| <p><b>SW 2:</b> The school’s Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.</p> | <p>Pg. 4 - ART Team</p>  | <ul style="list-style-type: none"> <li>School Community Council (SCC) Assurances</li> <li>Academic Response Team (ART)</li> <li>Staff Meetings</li> </ul>       |
| <p><b>SW 3:</b> The school’s Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards</p>  | <p>Pg. 10-11 - Goal 3, Desired Outcome 2, Enabling Activity #1</p>   | <ul style="list-style-type: none"> <li>Leadership Team meeting notes</li> <li>Faculty meeting notes</li> </ul>  |

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**School Name: Makawao Elementary School**

**Date: April 23,**

**2021**

|   |   |  |
|---|---|--|
| <p><b>SW 4:</b> The school’s Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such a plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>  | <p>Pg. 11 - Goal 3, Desired Outcome 1, Enabling Activity 1 &amp; 2</p>            | <ul style="list-style-type: none"> <li>● SCC meeting notes</li> <li>● Data Team meeting notes</li> <li>● Operation’s meeting notes</li> </ul>  |
| <p><b>SW 5:</b> If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p> | <p>Pg. 6 - Goal 1, Desired Outcome 1 “whole child”, Enabling Activity 5, 6, 7</p> | <ul style="list-style-type: none"> <li>● DARE Program</li> <li>● Artists in the Schools</li> <li>● Head Start</li> <li>● Book Trust</li> <li>● Fresh Fruit and Vegetable Program (FFVP)</li> <li>● Funding Sources (SPED, EL)</li> </ul> |

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**School Name: Makawao Elementary School**

**Date: April 23, 2021**

|   |  |  |
|---|--|--|
| <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high</p> | <p>Pg. 2<br/>Pg. 3<br/>Pg. 6 - Goal 1, Desired Outcome 1, Enabling Activity 1 - 7.<br/>Pg. 7 - Goal 1, Desired outcome 2, Enabling Activity 1 - 4.<br/>Pg. 8-9 - Goal 2, Desired Outcome 1, Enabling Activity 1 - 5<br/>Pg. 9 - Goal 2, Desired Outcome 2 - Enabling Activity 1 - 3.</p> | <ul style="list-style-type: none"> <li>● Guest Speakers</li> <li>● Haleakala National Park grant</li> <li>● Kokua Funds</li> </ul>   |
| <p><b>SW 6:</b> The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p>   | <p>Pg. 2<br/>Pg. 3<br/>Pg. 6 - Goal 1, Desired Outcome 1, Enabling Activity 1 - 7.<br/>Pg. 7 - Goal 1, Desired outcome 2, Enabling Activity 1 - 4.<br/>Pg. 8-9 - Goal 2, Desired Outcome 1, Enabling Activity 1 - 5<br/>Pg. 9 - Goal 2, Desired Outcome 2 - Enabling Activity 1 - 3.</p> | <ul style="list-style-type: none"> <li>● Core Curriculum/Tier 1</li> <li>● Inclusion Model - Stetson</li> <li>● Response to Intervention (RTI)</li> <li>● ECRI Program</li> <li>● EL Program</li> <li>● Social Emotional Learning (SEL) Program</li> <li>● Counseling</li> <li>● Tutoring</li> <li>● Mentoring</li> <li>● Professional Development (PD)/substitutes</li> <li>● Complex Area and State managed plans</li> </ul> |

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|   |   |  |
|---|---|--|
| <p>schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p> |   |  |
| <p><b>SW 7:</b> The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDEO parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>   | <p>Pg. 11 - Desired Outcome 1 - Enabling Activity 1, 2, &amp; 3</p> | <ul style="list-style-type: none"> <li>● Family Events (Open House, Santa's Workshop, Kindergarten Orientation, etc.)</li> <li>● STEM Night</li> <li>● DARE Program</li> <li>● Ho'olaulima newsletter</li> </ul> |